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ABSTRACT

The competencies, item specifications, and sample items for the reading measures devised for the Wisconsin Competency-Based Testing Program are provided in this booklet. Following lists of reading competencies to be tested for grades three, seven, and ten, the booklet presents guidelines used in preparing the tests and test items; general item specifications for each grade level; descriptions of the content, question form, and response form used for preparing items to test each competency; and sample reading passages, with accompanying test questions. The booklet also contains a bibliography of suggested reference works. (FL)

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Competencies for Reading Shelf Tests

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PREFACE

This booklet contains the competencies, item specifications, and sample items for the reading competency tests. These tests were developed by the Department of Public Instruction for administration at grades three, seven, and ten. The tests, commonly referred to as the "shelf tests," will be available for the first time during the 1985-86 school year.

CBT Program Legislation

The Wisconsin Competency-Based Testing Program was established by legislation in 1981 and 1982. The program is administered by the Department of Public Instruction for Wisconsin school districts that volunteer to participate. The legislation specifies that participating districts are to administer a competency-based test in each of the content areas of reading, language arts, and mathematics once in grades 1, 2, 3, or 4; once in grades 5, 6, 7, or 8; and once in grades 9 or 10. There are four sources of tests that districts may use: DPI-developed tests (shelf tests), DPI item bank, commercial tests, and locally-developed tests. The items included on the shelf tests will be in the item bank.

Chapter 241, Laws of 1981, requires that participating districts submit tests adopted by the school board to the State Superintendent for approval. Competencies, performance standards, and levels to be tested within the specified grade spans are to be defined with the active involvement of administrators, teachers, and parents. Special education students may be tested based on local board policy and the needs of the individual student. Limited-English speaking students may be tested within the guidelines established by department administrative rules.

Test Development and Format

A content development committee consisting of school teachers, administrators, and university professors assumed a central role in identifying competencies, item specifications, and test items to be included in the DPI-developed pupil competency tests (shelf tests) in reading. Participating school districts provided input on the importance, appropriateness, and clarity of these competencies through teacher surveys and field testing the test items. The shelf test competencies were selected to reflect the reading curricula of participating school districts and to have integrity within the community of reading educators.

Each competency on the shelf tests will have at least six test items used to assess student skills and knowledge. For each grade level, the test will be divided into two parts with each part requiring one class period to administer. The results of the tests will be reported for each individual student by competency and by total test score.

Testing Schedule

Two administration periods for 10th grade and one administration period for 3rd and 7th grades have been identified. The following schedule includes the release and administration dates for each grade:

Important Dates to Remember

10th Grade Test	
November 11, 1985	Test will be released by the DPI First administration period Second administration period
November 11 - December 6, 1985	
March 24 - April 18, 1986	
3rd & 7th Grade Tests	
March 24, 1986	Tests will be released by the DPI Administration period
March 24 - April 18, 1986	

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Grade 3 Reading Competencies

- 3.1 The student will be able to identify the meaning of a word when the meaning is explicitly stated in a passage.
- 3.2 The student will be able to identify details explicitly stated in a passage.
- 3.3 The student will be able to infer the meaning of a word when contextual clues are given.
- 3.4 The student will be able to infer the main idea of a passage.
- 3.5 The student will be able to draw appropriate conclusions from information presented in a passage.
- 3.6 The student will be able to make predictions from information presented in a passage.
- 3.7 The student will be able to distinguish reality and fact from fantasy and opinion.

Grade 7 Reading Competencies

- 7.1 The student will be able to identify the meaning of a word when the meaning is explicitly stated in a passage.**
- 7.2 The student will be able to identify details explicitly stated in a passage.**
- 7.3 The student will be able to infer the meaning of a word when contextual clues are given.**
- 7.4 The student will be able to infer the main idea of a passage.**
- 7.5 The student will be able to draw appropriate conclusions from information presented in a passage.**
- 7.6 The student will be able to make predictions from information presented in a passage.**
- 7.7 The student will be able to distinguish reality and fact from fantasy and opinion.**

Grade 10 Reading Competencies

- 10.1 The student will be able to identify the meaning of a word when the meaning is explicitly stated in a passage.
- 10.2 The student will be able to identify details explicitly stated in a passage.
- 10.3 The student will be able to infer the meaning of a word when contextual clues are given.
- 10.4 The student will be able to infer the main idea of a passage.
- 10.5 The student will be able to draw appropriate conclusions from information presented in a passage.
- 10.6 The student will be able to make predictions from information presented in a passage.
- 10.7 The student will be able to distinguish reality and fact from fantasy and opinion.

GUIDELINES

PHILOSOPHY

Reading is an interactive thinking process involving the student, printed materials and the context in which the reading act takes place. It is a process that requires students to apply their prior knowledge and reading skills to derive explicit and implicit meaning.

CBT DEVELOPMENT GUIDELINES

1. The tests are to assess how well students can comprehend different types of text across a variety of content.
2. All competencies will be tested within a longer passage format.
3. Questions are to be guided by the organization and structure of the text.
4. Competencies are to be consistent across all grade levels.
5. The student's ability to make inferences is to receive the most emphasis.

ITEM DEVELOPMENT GUIDELINES

1. All items will be four option multiple-choice.
2. Information in the question and correct option must be factually correct.
3. Each question will be written so that it does not provide the answer to another question in the stimulus passage.
4. All information needed to answer the question will be included in the passage.
5. The structure of the question will lead students to seek the correct answer from the passage.
6. All options will be approximately the same length.

**GRADE 3
READING ITEM SPECIFICATIONS**

SUBJECT: Reading
GRADE LEVEL: 3

GENERAL ITEM SPECIFICATIONS

1. All narrative passages will contain good story grammar. They will include a setting, a problem and a resolution.
2. Passages will be predominantly narrative fiction.
3. Conversation will be included in twenty percent or more of the passages.
4. There will be 120 or more words per passage.
5. The reading level of the passage will be comparable to reading material typically found in third grade texts.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.1

The student will be able to identify the meaning of a word when the meaning is explicitly stated in a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by identifying the correct meaning of a target word. Target words will be homonyms or other words that are not apt to be part of their reading vocabularies. The correct meaning of the target word will be stated in the passage.

SAMPLE ITEMS

See passage A, item 5 and passage B, item 6.

CONTENT

1. Three of the target words are to be homonyms at or below grade level, as listed in the Living Word Vocabulary List.
2. Other target words will be nouns, adverbs, or adjectives that are at a fifth-grade reading level or higher, as listed in the Living Word Vocabulary List.
3. All target words will be integral parts of the passages from which they are selected.
4. There will be six items to test for this competency, derived from three or more different passages.
5. There will be no more than one target word in a sentence.

QUESTION FORM

1. All target words in both the questions and the passages will be underlined and in bold face print.
2. All questions will be in a cloze format.

RESPONSE FORM

1. The correct option will be stated in the passage and will define the target word, but will not include cue phrases such as "that is."
2. The most common meaning of a homonym will not be used as a correct option.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.2

The student will be able to identify details explicitly stated in a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by identifying the correct responses to "who", "what", "where", "why", "which", and "how" questions using details stated in a passage. "Who" questions will refer to people or personified animals, "what" and "which" questions to things or animals, "where" questions to places, "how" questions to ways of doing things, and "when" questions to times or sequences.

SAMPLE ITEMS

See passage B, item 9 and passage C, item 12.

CONTENT

1. All selected details will be words, phrases, or sentences which describe, support, or clarify the main idea of a passage or paragraph.
2. A detail as used within these tests is a fact, event, statement, etc. which is stated within the passage. Identification of detail does not require an inference.
3. There will be six detail questions derived from three or more passages.

QUESTION FORM

1. All questions will be answered using information explicitly stated in the passages.
2. All questions will be in a "who", "what", "where", "why", "when", "which", or "how" format.

RESPONSE FORM

1. All correct options will be restatements of details from the passage.
2. Incorrect options will be restatements of information found in a passage, but inappropriate as a response to the question being asked.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.3

The student will be able to infer the meaning of a word when contextual clues are given.

BRIEF DESCRIPTION

Students will be expected to demonstrate their mastery of this competency by identifying the correct meanings of target words. Target words will be homonyms or other words that are not apt to be part of their reading vocabularies. The meanings of the target words will not be directly stated in the passage. Meanings will be provided by cues embedded in the passage.

SAMPLE ITEMS

See passage A, item 1 and passage B, item 7.

CONTENT

1. The meaning of a target word will not be explicitly stated in the text, but the text will provide sufficient information to enable a student to determine the meaning of the target word.
2. Three of the target words will be homonyms at or below grade level, as listed in the Living Word Vocabulary List.
3. Other target words will be nouns, verbs, adverbs, and adjectives that are at a fifth-grade reading level or higher, as listed in the Living Word Vocabulary List.
4. Passages will contain at least one of the following types of contextual clues:
 - association,
 - cause and effect,
 - comparison or contrast,
 - words in a sequence or series,
 - mood or tone,
 - summary clue,
 - synonym.
5. There will be eight items to measure this competency, derived from four or more passages.

QUESTION FORM

All target words in both the questions and the passages will be underlined and typed in bold face print.

RESPONSE FORM

1. Each correct option will be a concise definition of the target word that is consistent with information given in the passage.
2. The most common meaning of a homonym will not be used as a correct option.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.4

The student will be able to infer the main idea of a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by selecting a statement that conveys the main idea of a passage or a paragraph. The main idea is not to be directly stated in the passage. It is to be inferred from cues embedded in the passage.

SAMPLE ITEMS

See passage A, item 2 and passage B, item 8.

CONTENT

1. The main idea will be the topic or key thought of a passage or paragraph.
2. All sentences in the passage or paragraph will support the main idea.
3. There will be eight items to measure this competency, derived from four or more passages.
4. Six items will be from narrative fiction.

QUESTION FORM

1. Questions will refer to the main idea of a whole passage or of a paragraph.
2. Questions will be one of the following:
 - a. What is the main idea of this story or paragraph?
 - b. What is the best title for this story or paragraph?
 - c. This story is mostly about _____ ?

RESPONSE FORM

1. All options will be in the form of declarative statements or titles.
2. The correct option will be a statement or title conveying the main idea of the stimulus passage or paragraph.
3. Incorrect options will be:
 - a. literal restatements or paraphrases of details given in a passage; or
 - b. statements or titles that might be incorrectly inferred from cues embedded in the passage.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.5

The student will be able to draw appropriate conclusions from information presented in a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by selecting the correct conclusion based on information contained in a passage. The student will be required to integrate contrasting, comparing, or cause and effect information.

SAMPLE ITEMS

See passage A, item 3 and passage C, item 13.

CONTENT

1. The passage will contain contrasting information, cause and effect information, or related facts that assist readers to infer the correct conclusion.
2. Conclusions as used within these tests are generalizations used to explain or express a relationship between a series of details.
3. Six of the questions will be from narrative fiction.
4. There will be eight items to measure this competency in four or more passages.

QUESTION FORM

1. All questions will be passage dependent.
2. Questions will be in a cloze format or end with a question mark.
3. Questions will require students to infer conclusions about people, animals, objects, time, places, events, or methods.

RESPONSE FORM

Incorrect options will be one or more of the following:

- a. paraphrases or restatements of details from the passage, or
- b. faulty conclusions.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.6

The student will be able to make predictions from information presented in a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by predicting the outcome of an event or an action based on information contained in a passage. Passages will contain facts, descriptions of events, or directions which enable the reader to make logical predictions.

SAMPLE ITEMS

See passage A, item 4 and passage C, item 11.

CONTENT

1. Information embedded in the passage which will allow the student to make logical predictions. This information will be in the form of related events, facts, or actions.
2. A prediction as used within these tests involves the use of generalization along with a set of stated (observed) details (facts, events, etc.) to foretell the occurrence of other details.
3. There will be six items to test this competency, derived from three or more passages.
4. Two items measuring this competency will be derived from expository passages.

QUESTION FORM

1. All questions will be passage dependent.
2. Questions will be in a cloze format, or end with a question mark.
3. Questions shall be cued with the word "will", which will be underlined and in bold face type.

RESPONSE FORM

1. Correct options will be logical events, outcomes, behaviors, consequences, or actions that are cued by explicit information contained in a passage.
2. Incorrect options will include details from a passage, or inappropriate predictions about events, facts, or directions.
3. Correct options to prediction questions will not be literally stated in the passage.

SUBJECT: Reading
GRADE LEVEL: 3

COMPETENCY 3.7

The student will be able to distinguish reality and fact from fantasy and opinion.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by distinguishing fact from fiction, or the real from make-believe elements of a passage, paragraph, or sentence.

SAMPLE ITEMS

See passage B, item 10.

CONTENT

1. A stimulus passage will include: fantasy elements that are typically found in third grade texts.
2. There will be six items to test for this competency derived from three or more passages.

QUESTIONS FORM

1. The words like "real", "really", "not real", "fact", "make-believe", "could really", and "could not really" will be underlined and in bold face type.
2. All questions will be passage related.

RESPONSE FORM

1. All options will be declarative statements.
2. All correct options will be one of the following:
 - a. either a real or unreal situation related to the passage; or
 - b. a fact as stated in the passage.
3. All incorrect options will be either real or unreal situations that are related to the passage.

SUBJECT: Reading

GRADE LEVEL: 3

Passage A

Toby slammed the door shut. His face was filled with anger. How would he ever face his friends again? That ball had looked so easy to catch.

"How could you drop it?" Lamar had yelled. "Now we've lost the game."

Toby went into the kitchen and opened the cupboard, took out a piece of bread and spread peanut butter on it. He jerked a chair away from the table and sat down. His friends were right. He should have gone to practice yesterday. The team had practiced catching fly balls.

Toby took a big or enormous bite out of his sandwich. His stomach felt sick. He had let his friends down. Now he knew that even good players need a lot of practice.

SUBJECT: Reading

GRADE LEVEL: 3

Questions for Passage A

Inferential Vocabulary

1. In this story, a cupboard is a _____.

- a. kind of cup
- *b. place to keep food
- c. board used to make cups
- d. peanut butter sandwich

Main Idea

2. This story is mostly about _____.

- a. eating peanut butter sandwiches for lunch
- b. slamming the door
- *c. learning a lesson the hard way
- d. hitting a home run

Drawing Conclusions

3. What was Toby's mistake?

- a. hitting the ball
- *b. dropping the ball
- c. striking out
- d. throwing the ball

Prediction

4. What do you think Toby will do tomorrow after school?

- a. He will yell at Lamar.
- *b. He will practice with his friends.
- c. He will let his friends down again.
- d. He will eat a sandwich.

Literal Vocabulary

5. In this story, enormous means _____.

- a. a sandwich
- *b. big
- c. small
- d. let down

SUBJECT: Reading

GRADE LEVEL: 3

Passage B

On Monday the third grade children began a week long study of sea animals. Today is Friday and they are ending their unit by learning many things about whales. Mr. Grant, their teacher, told them that whales are not fish. Most of the children were surprised.

The children learned many other facts about whales. Mr. Grant told the children that whales come up to the top of the water to breathe, or to get air and that whales are very big. Some whales are as big as ten elephants.

The children learned about whales in their science books, too. They learned that whales swim south in the winter. Baby whales must be born where the water is warmer. Even baby whales are huge.

Next week the class will go on a field trip to Sea World to watch the big whales swim. The children and Mr. Grant can hardly wait.

SUBJECT: Reading

GRADE LEVEL: 3

Questions for Passage B

Literal Vocabulary

6. In this story, the word breathe means _____ ?
- a. gasp
 - b. grow big
 - *c. get air
 - d. swim fast

Inferential Vocabulary

7. In this story, what does the word watch mean?
- a. clock
 - b. chase
 - *c. look at
 - d. send for

Main Idea

8. Which is the best title for this story ?
- a. A Big Fish
 - *b. A Sea Animal
 - c. A Science Book
 - d. A Field Trip

Detail

9. When will the children go on a field trip?
- a. Friday
 - b. Monday
 - *c. next week
 - d. next winter

Fantasy and Reality

10. Which sentence tells us something that is not real ?
- a. Some whales are as big as ten elephants.
 - *b. Some children are as big as ten elephants.
 - c. Some children go on field trips.
 - d. Some whales swim south in the winter.

SUBJECT: Reading

GRADE LEVEL: 3

Passage C

It had been a bad day all around for Whitaker. He had been reminded that school was soon to begin. He hadn't gotten any mail. Then his mother made ham for dinner and managed to ruin it by smothering it with pineapple chunks and brown sugar. And to top it all off, right when he was in the middle of an after-dinner baseball game at Horlick's Field with his friends (possibly the last of the summer) he heard the telltale rumbling of the family car getting closer and closer. His parents and Molly drove up in their beat-up '64 Chevy Impala. Everyone in the neighborhood called it the Zebra, because it was white with striped primer marks stretching across the body from fender to fender.

"Hey, Champ," Mr. Murphy called from the car, "we're going to the new shopping mall to get school clothes. And that means you, too."

"But, Dad, I can't," Whitaker yelled from second base. "We're in the middle of a game. Tie score."

"I think this is more important. So let's go. Now!"

"Da-a-ad," Whitaker whined, his eyes pleading.

Mr. Murphy did his noted two-finger whistle. And not another word had to be spoken.

Return to Sender, Henkes, Kevin, Greenwillow Books

SUBJECT: Reading

GRADE LEVEL: 3

Questions for Passage C

Prediction

11. In this story, what will happen next ?

- a. Whitaker will go for dinner.
- b. Whitaker will play second base.
- c. Mr. Murphy will wait until the game is over.
- *d. Whitaker will go shopping

Detail

12. Why did everyone in the neighborhood called the family car the Zebra ?

- a. it was beat-up
- b. it was a '64 Chevy Impala with fenders
- c. it rumbled as it got closer
- *d. it had primer marks on its white body

Drawing Conclusions

13. In this story, Whitaker didn't like _____.

- a. mail
- b. ham
- *c. pineapple chunks and brown sugar
- d. everyone in the neighborhood

**GRADE 7
READING ITEM SPECIFICATIONS**

GENERAL ITEM SPECIFICATIONS

1. All narrative passages will contain good story grammar. They will include a setting, a problem and a resolution.
2. Passages will be predominantly expository.
3. Conversation will be included in twenty percent or more of the passages.
4. There will be 200 or more words per passage.
5. The reading level of the passage will be comparable to reading material typically found in seventh grade texts.

SUBJECT: Reading
GRADE LEVEL: 7

COMPETENCY 7.1

The student will be able to identify the meaning of a word when the meaning is explicitly stated in a passage.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by identifying the correct meaning of a target word. Target words will be technical terms or words that are not expected to be part of the students' regular reading vocabularies. The correct meaning of a target word will be stated in the passage in which they appear.

SAMPLE ITEMS

See passage E, item 18 and passage D, item 14.

CONTENT

1. Three of the target words are to be technical terms embedded in science or social studies texts or selected from newspapers.
2. Other target words will be nouns, adverbs, or adjectives that are at the ninth grade reading level or higher as listed in the Living Word Vocabulary List.
3. All target words will be an integral part of the passages from which they are selected.
4. There will be six items to sample this competency derived from three or more different passages.
5. There will be no more than one target word per sentence.

QUESTION FORM

1. All target words both within the questions and passages will be underlined and typed in bold face print.
2. Questions will be a cloze or standard format.
3. Questions will be one of the following:
 - a. In this passage, what does the word xyz mean?
 - b. In this story, the word xyz means _____.

RESPONSE FORM

A correct option will be a quote from a passage which defines the target word, but does not include cue phrases such as "that is,...".

COMPETENCY 7.2

The student will be able to identify details explicitly stated in a passage.

BRIEF DESCRIPTION

Students will demonstrate mastery of this competency by responding to questions that require them to correctly identify selected details from a passage. Selected details will be sentences, phrases, or words within a passage or a paragraph that describe, support, or clarify a main idea.

SAMPLE ITEMS

See passage E , item 22 and passage F , item 23.

CONTENT

1. All selected details will be words, phrases, or sentences which describe, support, or clarify the main idea of a passage or paragraph.
2. A detail as used within these tests is a fact, event, statement, etc. which is stated within the passage. Identification of detail does not require an inference.
3. There will be six detail questions derived from three or more passages.
4. Three of the detail items will be taken from expository passages.

QUESTION FORM

1. All questions will be answered using information explicitly stated in the passages.
2. All questions will be in a "who", "what", "where", "why", "when", "which", or "how" format.

RESPONSE FORM

1. All correct options will be literal restatements of detail information.
2. When possible incorrect options will be created from information found in the passages.

SUBJECT: Reading
GRADE LEVEL: 7

COMPETENCY 7.3

The student will be able to infer the meaning of a word when contextual clues are given.

BRIEF DESCRIPTION

Students will be expected to demonstrate their mastery of this competency by identifying the correct meanings of target words. Target words will be homonyms or technical terms not expected to be part of a students' reading vocabularies. The meanings of the target words will not be directly stated in the passage. Meanings will be provided by cues embedded in the passage.

SAMPLE ITEMS

See passage F, item 25 and item 26.

CONTENT

1. The meanings of target words will not be explicitly stated in the texts, but the texts will provide semantic cues that can be used to determine the meanings of those target words.
2. Target words will be homonyms, technical terms, or other words at or above the ninth grade level, as determined by the Living Word Vocabulary List.
3. Five of the target words will be technical terms taken from expository passages.
4. There will be eight or more items to measure this competency derived from four or more passages.
5. Passages will contain at least one of the following types of contextual clues:
 - association,
 - cause and effect,
 - comparison or contrast,
 - words in a sequence or series,
 - mood or tone,
 - synonyms.

QUESTION FORM

1. All target words in both the questions and the passages will be underlined and typed in bold face print.
2. The most common meanings of homonyms will not be used as correct options.

RESPONSE FORM

1. The correct options will be a logical definition of the target word, cued by information inferred from the passage.
2. Incorrect options will be words that are not semantically or technically correct, antonyms, or words with configurations similar to that of the target word.

SUBJECT: Reading
GRADE LEVEL: 7

COMPETENCY 7.4

The student will be able to infer the main idea of a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate their mastery of this competency by selecting a complete statement that conveys the main idea of a passage or a paragraph. The main idea will not be directly stated in the passage. It will be inferred from information contained in the passage.

SAMPLE ITEMS

See passage D, item 16 and passage E, item 21.

CONTENT

1. The main idea will be the topic of a paragraph or a passage.
2. All sentences in a passage or paragraph will support the main idea.
3. Five of the items will be from expository passages.
4. Five of the items will measure students' abilities to infer the main idea of a whole passage.
5. There will be eight or more items to measure this competency, derived from four or more passages.

QUESTION FORM

1. Questions will refer to the main idea of the whole passage or of a paragraph within the passage.
2. Questions will be one of the following:
 - a. What is the main idea of this story?
 - b. What is the best title for this story?
 - c. The main idea of this story is _____.
3. All items will be a four-option, multiple-choice format.

RESPONSE FORM

1. The correct response for each item will be a statement conveying the main idea of the stimulus paragraph or passage.
2. Distractors will be:
 - a. restatements or paraphrases of supporting details given in a passage, or
 - b. clearly inappropriate ideas that might be inferred from the passage.

SUBJECT: Reading
GRADE LEVEL: 7

COMPETENCY 7.5

The student will be able to draw appropriate conclusions from information presented in a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate their mastery of this competency by selecting the correct answer to a question that requires them to draw a conclusion based on information contained in a passage. Drawing an appropriate conclusion from a passage is a process that requires students to integrate information from the whole passage.

SAMPLE ITEMS

See passage D, item 15 and passage E, item 19.

CONTENT

1. Passages will contain contrasting, comparison, or cause and effect information, or related facts, that will assist readers to infer a conclusion not stated in the passage.
2. Conclusions as used within these tests are generalizations used to explain or express a relationship between a series of details.
3. Five of the items will be from expository passages.
4. There will be eight or more items to measure this competency, derived from four or more passages.

QUESTION FORM

1. All questions will be passage dependent.
2. Questions will be in cloze format or end with a question mark.
3. Questions will require students to infer conclusions about people, animals, objects, time, places, events, or methods or details that support comparisons.

RESPONSE FORM

Incorrect options will be one of the following:

- a. clear paraphrases of supporting details from passages, or
- b. faulty conclusions.

SUBJECT: Reading
GRADE LEVEL: 7

COMPETENCY 7.6

The student will be able to make predictions from information presented in a passage.

BRIEF DESCRIPTION

Students will be expected to demonstrate mastery of this competency by predicting the outcome of an event or an action based on information contained in a passage. The passages will contain related facts, description of events, or directions which enable the reader to make logical predictions.

SAMPLE ITEMS

See passage F, item 24.

CONTENT

1. The target predictions will not be stated in the passages.
2. Foreshadowing will be one technique used to cue the correct prediction.
3. Information stated in the passages will allow students to make logical predictions. This information will be in the form of related events, facts, or actions.
4. A prediction as used within these tests involves the use of generalization along with a set of stated (observed) details (facts, events, etc.) to foretell the occurrence of other details.
5. There will be eight or more items to measure this competency, derived from four or more passages.
6. Four of the items will be derived from expository passages.

QUESTION FORM

1. All questions will be passage related.
2. Questions will be in a cloze format or end with a question mark.
3. Questions will include the word "will".

RESPONSE FORM

1. Incorrect options will include details from the passage, or inappropriate predictions about events, facts, or directions.
2. Correct options will be logical events, outcomes, behaviors, consequences, or actions that are cued by information contained in a passage.

SUBJECT: Reading
GRADE LEVEL: 7

COMPETENCY 7.7

The student will be able to distinguish reality and fact from fantasy and opinion.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by distinguishing fact and opinion elements embedded in a passage. Facts are statements that can be verified against information explicitly stated in the passages. Opinions are expressed through key words such as "think", "feel", or "believe".

SAMPLE ITEMS

See passage D, item 17 and passage E, item 20.

CONTENT

1. Fact and opinion elements will be an integral part of the story structure of each passage.
2. There will be six or more items to test this competency derived from three or more passages.

QUESTIONS FORM

1. The words "fact" and "opinion" will be underlined and bold face type.
2. All questions will be passage related.

RESPONSE FORM

1. All options will be declarative sentences.
2. All correct options will be:
 - a. restatements of details expressed as a fact or opinion by a character in a passage, or
 - b. phrases or words that cue a fact or an opinion.
3. All incorrect options will be incorrect facts, opinions, or cues related to a passage.

SUBJECT: Reading

GRADE LEVEL: 7

Passage D

"I've come to see the baby," Dr. Baker said to the tiny figure peeking through the crack in the door, "can you let me in?"

A barefoot little girl clad only in a ragged, worn dress stared at the tall woman in the hallway. "Let the good doctor in, Meg," a weak voice called from inside. The little girl obediently opened the door.

Dr. Baker slowly stepped into the small, dark room. The two room apartment was a pitiful sight. The pungent, or sharp, odor of soiled diapers overwhelmed the doctor as she entered the room where the young woman and her baby slept. Dr. Baker found the young mother lying on the floor with her infant beside her. The doctor removed the worn and tattered quilt from the baby's body and carefully examined his small frame.

"Thank you for coming so quickly, Dr. Baker," the woman said wearily, I knew you would come. I just knew it!" Dr. Baker placed her stethoscope to the baby's tiny chest and listened intently.

"He will be better, won't he, doctor?" Dr. Baker's attention turned to the pale, sick woman.

"I think so, but now you must rest," Dr. Baker said calmly as she pressed a fresh cool rag to the woman's forehead. Peacefully the woman fell into an exhausted sleep.

Within the crowded tenements of New York there were at least fifteen hundred other ill babies. The doctor knew she was fighting a difficult battle.

Most other doctors would no longer go to the tenements. The people were very poor and could not afford to pay for their care. There were free clinics in the city but many of their people had no way of getting to them for help.

Dr. Baker believed that these people deserved better care. For the next twenty years of her life, this strong woman would dedicate herself to caring for the poor and to improving the health care programs that the city provided for them.

Questions for Passage D

Literal Vocabulary

14. In this passage, what does the word pungent mean ?

- a. soiled
- *b. sharp
- c. diaper
- d. quilt

Conclusions

15. Why wouldn't most other doctors go to the tenements ?

- a. because they didn't like the people
- b. because they had no way of getting to them
- c. because the city provided free health care
- *d. because they wouldn't get paid

Main Idea

16. Which is the best title for this story ?

- a. Life in the City
- b. Poverty Hits the City
- c. Poor People Fight for Better Health Care
- *d. One Woman's Fight Against Sickness

Fact and Opinion

17. In this story, which of the following sentences is an opinion ?

- a. Most doctors would no longer go to the tenements.
- b. Dr. Baker was a woman.
- *c. Dr. Baker believed that these people deserved better care.
- d. There were free clinics in the city but many people had no way of getting to them for help.

SUBJECT: Reading

GRADE LEVEL: 7

Passage E

Panama is a small Central American country located on an isthmus between North and South America. An isthmus is a small strip of land that joins two larger land masses. Panama is a hot and humid country near the equator, with oceans on two sides.

About one-third of the people of Panama live in an area called the Canal Zone. The Canal Zone, a strip of land three miles wide, runs along the famous Panama Canal. The canal, or waterway, was built by the United States and forms a passageway between the Atlantic and Pacific Oceans.

It took ten years to build the canal through jungles and swamplands. A big problem in building the canal was that many workers became sick from yellow fever and died. Dr. Gorgas, a scientist, found that yellow fever was spread by mosquitos. When he found a way to get rid of these insects, the workers no longer got yellow fever. Then work on the canal was able to progress at a much faster rate.

The United States pays Panama a large sum of money for the right to control the canal. Countries who wish to sail ships through the canal pay a toll, or tax. This money is used by the United States to keep the canal in good shape.

By the year 2000, Panama will take complete control of the Canal and the Canal Zone. This action is the result of a new treaty that was signed between the United States and the Republic of Panama. Government officials think the people of Panama will be happier when they have control of the canal.

SUBJECT: Reading

GRADE LEVEL: 7

Questions for Passage E

Literal Vocabulary

18. In this story, what does the word isthmus mean ?

- a. small body of water surrounded by land
- *b. small strip of land that joins two larger land masses
- c. large mass of land with a river running through it
- d. large body of water with a strip of land on one side

Drawing Conclusions

19. Where do two-thirds of the people in Panama live ?

- a. In the Canal Zone
- b. In North America
- c. In South America
- *d. Outside the Canal Zone

Fact and Opinion

20. Which of the following is an opinion ?

- a. Panama will control the Canal Zone.
- b. It took ten years to build the canal through jungles and swamplands.
- *c. Government officials think the people of Panama will be more content when they have control of the canal.
- d. The canal, or waterway, forms a passageway between the Atlantic and Pacific Oceans.

Main Idea

21. The best title for this story is _____.

- a. Panama
- b. Yellow Fever
- c. Dr. Gorgas
- *d. A Passageway

Detail

22. Who controls the Panama Canal ?

- a. Panama
- b. Central America
- *c. the United States
- d. Dr. Gorgas

SUBJECT: Reading

GRADE LEVEL: 7

Passage F

Very late that night, Sonia woke up. She slipped from her bed and found Max in the living room. She searched for some cowboy music on the radio. She held Max in her arms.

Annette appeared in the doorway. "What are you two doing up?"

"It might be our last night," said Sonia. "We're dancing. He weighs a ton." She turned off the radio and put Max down. "What are you doing up?"

"Restless," said Annette. "I keep hearing the trains--listen!" She put her finger to her lips. She closed her eyes. A train was drawing closer through the darkness to the station. They heard the lonesome wail of the train whistle. "It must be midnight. The freight is coming in."

Max whined softly. Sonia and Annette knelt beside him.

"I knew mom and dad wouldn't let me keep him," began Sonia. "Neither one of them likes dogs."

"And," continued Sonia, "animals are better off in the country. It's just that I really believed that Max could be mine."

Annette didn't speak.

The freight train clattered away into the night. The whistle sounded faint and lost.

They listened until it was gone.

No One is Going to Nashville, Jukes, Mavis, Alfred A. Knopf and Company

SUBJECT: Reading

GRADE LEVEL: 7

Questions for Passage F

Detail

23. What time was it in the story?

- *a. midnight
- b. morning
- c. lunch time
- d. dinner time

Predictions

24. In this story, what do you think will happen to Max?

- a. He will ride the train.
- b. He will live with Sonia.
- c. He will live with Annette.
- *d. He will live in the country.

Inferential Vocabulary

25. In this story, the word whined means _____?

- *a. cried
- b. complained
- c. growled
- d. sang

Inferential Vocabulary

26. In this story, the word faint means _____?

- a. pass-out
- *b. weak
- c. shrill
- d. loud

**GRADE 10
READING ITEM SPECIFICATIONS**

GENERAL ITEM SPECIFICATIONS

1. All narrative passages will contain good story grammar. They will include a setting, a problem and a resolution.
2. Passages will be predominantly expository.
3. Conversation will be included in twenty percent or more of the passages.
4. There will be 250 or more words per passage.
5. The reading level of the passage will be comparable to reading material typically found in tenth grade texts.

SUBJECT: Reading
GRADE LEVEL: 10

COMPETENCY 10.1

The student will be able to identify the meaning of a word when the meaning is explicitly stated in a passage.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by identifying the correct meaning of a target word. Target words will be technical terms or other words not expected to be part of the students' reading vocabularies. The correct meanings of target words will be stated in the passages in which they appear.

SAMPLE ITEMS

See passage G, item 31 and passage H, item 35.

CONTENT

1. Four of the target words will be technical terms embedded in science texts, social studies texts, newspapers, or technical journals.
2. Other target words will be nouns, adverbs, or adjectives that are at or above the twelfth grade reading level, as listed in the Living Word Vocabulary List.
3. All target words will be an integral part of the passages from which they are selected.
4. There will be six items to measure this competency, derived from three or more passages.
5. There will be no more than one target word in a sentence.

QUESTION FORM

1. All target words in both the questions and the passages will be underlined and typed in bold face print.
2. Questions will be in a cloze format or end with a question mark.

RESPONSE FORM

Correct options will be quotes from passages which define the target word, but will not include cue phrases such as "that is, ...".

COMPETENCY 10.2

The student will be able to identify details explicitly stated in a passage.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by correctly responding to questions that require them to identify selected details from a passage. Selected details are sentences, phrases, or words in a passage or a paragraph that describe, support, or clarify a main idea, conclusion, or prediction.

SAMPLE ITEMS

See passage H, item 33 and passage I, item 37.

CONTENT

1. All details will be integral parts of the passages from which they are taken.
2. A detail as used within these tests is a fact, event, statement, etc. which is stated within the passage. Identification of detail does not require an inference.
3. Four of the detail items will be taken from expository passages.
4. There will be six items to measure this competency derived from three or more passages.

QUESTION FORM

All questions will be in a "who", "what", "where", "why", "when", or "how" format.

RESPONSE FORM

1. All correct options will be literal restatements of detail information.
2. When possible, incorrect options will not be created from information found in the passages.

SUBJECT: Reading
GRADE LEVEL: 10

COMPETENCY 10.3

The student will be able to infer the meaning of a word when contextual clues are given.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by inferring the correct meanings of target words. Target words will be technical terms or other words that are not expected to be part of the students' reading vocabulary. The meaning will be provided by cues embedded in the passage.

SAMPLE ITEMS

See passage G, item 28 and passage I, item 32.

CONTENT

1. The text will provide cues that will enable the student to infer the meaning of a target word.
2. Five of the target words will be technical terms taken from expository passages.
3. Other target words will be at the twelfth-grade reading level or above, as determined by the Living Word Vocabulary List.
4. Passages will contain at least one of the following types of cues embedded within the structure of the passage:
 - association,
 - cause and effect,
 - comparison or contrast,
 - words in a sequence or series,
 - mood or tone,
 - synonyms.
5. There will be eight or more items to test for this competency, derived from four or more passages.

QUESTION FORM

All target words in both the questions and the passages will be underlined and typed in bold face print.

RESPONSE FORM

1. The correct option will be a logical definition of the target word, cued by information inferred from the passage.
2. Incorrect options will be words that are not semantically or technically correct, antonyms, or words with configurations similar to that of the target word.

SUBJECT: Reading
GRADE LEVEL: 10

COMPETENCY 10.4

The student will be able to infer the main idea of a passage.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by identifying the main idea of a passage. The main idea will not to be directly stated in the passage. It will be inferred from information embedded in the passage.

SAMPLE ITEMS

See passage G, item 29 and passage H, item 34.

CONTENT

1. All sentences in a passage or paragraph will support the main idea.
2. Five items will be from narrative nonfiction or expository passages.
3. Three items will be from narrative fiction passages.
4. The main idea will be the topic or theme of a passage.
5. There will be eight or more items to measure this competency derived from eight passages.

QUESTION FORM

1. Questions will sample the main idea of the whole passage.
2. Questions will be one of the following:
 - a. What is the main idea of this passage?
 - b. What is the theme of this passage?

RESPONSE FORM

Distractors will be one of the following:

- a. restatements or paraphrases of supporting details stated in the passages, or
- b. clearly inappropriate ideas that might be inferred.

SUBJECT: Reading
GRADE LEVEL: 10

COMPETENCY 10.5

The student will be able to draw appropriate conclusions from information presented in a passage.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by selecting the correct answer to a question that requires a conclusion based on information contained in a passage. Drawing an appropriate conclusion from a passage is a process that requires the student to integrate information from the whole passage.

SAMPLE ITEMS

See passage G, item 27 and passage I, item 39.

CONTENT

1. Each passage will contain contrasting, comparison, or cause and effect information, or related facts that will assist readers to reach a conclusion that is not specifically stated in the passage.
2. Conclusions as used within these tests are generalizations used to explain or express a relationship between a series of details.
3. Questions will require students to infer conclusions about people, objects, time, places, events, or methods.
4. Five of the items will be from narrative nonfiction or expository passages.
5. There will be eight items to measure this competency, derived from four or more passages.

QUESTION FORM

1. All questions will be passage dependent.
2. Questions will be in cloze format or end with a question mark.

RESPONSE FORM

Incorrect options will be one of the following:

- a. paraphrases of supporting details from the passages, or
- b. faulty conclusions.

SUBJECT: Reading
GRADE LEVEL: 10

COMPETENCY 10.6

The student will be able to make predictions from information presented in a passage.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by predicting the outcome of an event or an action based on information contained in a passage. The passages will contain related facts, descriptions of events, or directions which enable the reader to make logical predictions.

SAMPLE ITEMS

See passage 1, item 38.

CONTENT

1. Target predictions will not be stated in the passage.
2. There will be eight or more items to measure this competency, derived from four or more passages.
3. Information embedded in the passages will allow students to make logical conclusions. This information will be in the form of related events, facts, or actions.
4. A prediction as used within these tests involves the use of generalization along with a set of stated (observed) details (facts, events, etc.) to foretell the occurrence of other details.
5. Foreshadowing will be one technique used to cue the correct prediction.
6. Five of the items will be taken from expository passages.

QUESTION FORM

1. All questions will be passage dependent.
2. Questions will be in a cloze format or end with a question mark.
3. Questions will include the word "will" or "predict."

RESPONSE FORM

1. Correct options will be logical events, outcomes, behaviors, consequences, feelings or actions that are cued by information contained in the passages.
2. Incorrect options will include inappropriate predictions about details, events, facts, or directions.

SUBJECT: Reading
GRADE LEVEL: 10

COMPETENCY 10.7

The student will be able to distinguish reality and fact from fantasy and opinion.

BRIEF DESCRIPTION

Students will be able to demonstrate mastery of this competency by distinguishing fact and opinion elements embedded in a passage. Facts are statements that can be verified against information explicitly stated the passages. Opinions are expressed through key words such as "think", "feel", or "believe".

SAMPLE ITEMS

See passage G, item 30.

CONTENT

1. Fact and opinion elements will be contained in the structure of each passage.
2. There will be six or more items to measure this competency derived from three or more passages.
3. All questions will be passage related.

QUESTION FORM

1. Questions will be one of the following:
 - a. Which of the following tells you that the author is expressing an opinion?
 - b. In this passage, several ideas were expressed. Which of those listed below was expressed as a fact/opinion?
 - c. Which sentence is expressed as a fact/opinion in this passage?
2. The words "fact" and "opinion" will be underlined and in bold face type.

RESPONSE FORM

1. The correct option will be one of the following:
 - a. a fact stated in a passage,
 - b. an opinion stated in a passage, or
 - c. a phrase or word that cues a fact or an opinion.
2. All incorrect options will be facts, opinions, or cues related to a passage.

SUBJECT: Reading

GRADE LEVEL: 10

Passage G

Charlotte Friend's parents believed that she was a very intelligent girl. So when their ten year old daughter announced, "I want to become a scientist when I grow up," they were not surprised.

Charlotte Friend was an avid reader. As a young girl she read about the inoculations and vaccinations that bacteriologists found could actually prevent disease. She was intrigued or captivated by biographies written about noted bacteriologists such as Louis Pasteur, Paul Erlich, and Robert Koch. The books told of their discoveries about various bacteria that caused different diseases. Charlotte was exceptionally curious about their work.

The young girl took every science course available in high school. Upon graduation, she attended college to obtain her B.A. degree and then went on to graduate school at Yale University. She received her Ph.D. from Yale University in 1950 and began cancer research which monopolized her interest and efforts for many years. Following in the footsteps of Louis Pasteur, Dr. Friend dedicated her research efforts toward finding the cause of cancer.

After many years of research, Dr. Friend discovered what she believed to be the cause of leukemia, an often fatal cancer of the blood that afflicted young children. At an annual meeting of the American Association of Cancer Research, Dr. Friend presented her research findings and concluded that leukemia was caused by a virus.

Many of her colleagues disagreed with her findings. It wasn't until years later that the scientific community accepted her work. Twenty years later Dr. Charlotte Friend returned to the American Association of Cancer Research meeting as President of that organization and as a prominent researcher credited with discovering the cause of leukemia. Dr. Charlotte Friend's research was finally accepted and she was no longer alone in her convictions.

Questions for Passage G

Drawing Conclusions

27. How did Dr. Charlotte Friend's fellow researchers react to her research findings?
- a. They applauded and congratulated her on her work.
 - *b. They did not believe she had found the cause of the disease.
 - c. They claimed to have discovered the cause first.
 - d. They realized that she had made a mistake in her findings.

Main Idea

29. What is the main idea of this passage?
- a. Charlotte was an intelligent girl.
 - *b. Charlotte was a scientist.
 - c. Charlotte found a cause for leukemia.
 - d. Charlotte was an avid reader.

Literal Vocabulary

31. In this passage, what does the word captivated mean?
- a. surprised
 - b. restricted
 - c. fascinated
 - *d. intrigued

Inferential Vocabulary

28. In this passage what does the word colleagues mean?
- *a. Bacteriologists
 - B. diseases
 - c. disagreements
 - d. inoculations

Fact and Opinion

30. Based on information contained in this passage which of the following is an opinion?
- *a. Charlotte Friend's parents believed that she was a very intelligent girl.
 - b. Charlotte was an avid reader at the local library.
 - c. Upon graduation, she attended college to obtain her B.A. degree and then she went on to graduate school at Yale University.
 - d. She received her Ph. D. from Yale University in 1950 and began cancer research that monopolized her interest for many years.

SUBJECT: Reading

GRADE LEVEL: 10

Passage H

Have you listened to music on your cuff link radio ?

Miniaturization has made it possible for a British electronics firm to build cuff links that are real radios. The firm gives them to important or prestigious visitors. The secret of these small radios and other such minute electronic devices is integrated circuits that have been designed by electronic engineers. A special kind of photography and binocular microscopes make it possible to reduce large electrical circuits to the size of a pinhead.

Miniaturization has made it possible to develop radios that will fit into matchboxes, television sets with five inch screens and computers that will fit in the palm of your hand. Further, this technology has made it possible to reduce the size of a computer that once occupied an entire room and needed refrigerators to cool it, to the size of a typewriter.

The science of miniaturized electronics can be used to benefit or harm mankind. Miniature electronic devices are being used to diagnose diseases, to guide spacecraft and to locate valuable natural resources. However, the technology of miniaturization can also be used in sinister ways. A pill containing a tiny radio transmitter has the potential for such evil use. A person is fed this tiny pill. Once ingested, the radio transmitter will give off signals so that the person's whereabouts can be constantly monitored without his or her knowledge.

Many people believe the future of humanity may be determined by the way these devices are used.

SUBJECT: Reading

GRADE LEVEL: 10

Questions for Passage H

Inferential Vocabulary

32. In this passage, what does the word ingested mean ?

- a. signaled
- *b. swallowed
- c. reduced
- d. guided

Detail

33. What makes miniature radios possible ?

- a. computers
- *b. integrated circuits
- c. a small television set
- d. a tiny radio transmitter

Main Idea

34. Based on information in this passage, components of electronic devices will _____.

- a. get larger
- *b. get smaller
- c. remain the same size
- d. fit in a matchbox

Literal Vocabulary

35. In this passage, what does the word prestigious mean ?

- a. special
- b. visitor
- c. binocular
- *d. important

SUBJECT: Reading

GRADE LEVEL: 10

Passage I

It wasn't an easy task to teach school in what the pioneers called "the brave old days". One of the early teachers at the Burr Oak school was a Professor Dockum, about who the boys sang:

The Devil came flying from north to south
With Professor Dockum in his mouth,
And when he found he had a fool,
He left him here to teach our school.

There had been many other teachers in Burr Oaks, since Professor Dockum, of course, and Will Reed was the latest. Because he was so young and slim, he had as much trouble with the older boys and bullies as Professor Dockum could ever have had. In their first term of school in Burr Oak, Laura and Mary didn't have Mr. Reed for a teacher, because he taught the upper grades and they were in the lower. But Laura heard a fine story about him from her friends.

With the harvest over, the big boys who worked in the fields had returned to school. Some of them were older than Mr. Reed and many of them were bigger. The biggest and the oldest was a boy named Mose; he was the ringleader of a gang that never learned their lessons and was always noisy in class. And when they weren't in class, the gang of boys sang a menacing refrain: "Reed won't be here after Christmas!" They were going to run him out of school.

One morning before Christmas, Mr. Reed sat patiently at his desk while Mose and his gang paraded noisily into class-late, as usual. In his hand Mr. Reed had a large flat ruler, and he slapped it quietly against the palm of his hand as he waited for the boys to find their seats.

The boys looked and looked and looked and finally found their seats. Then Mr. Reed called Mose forward. That was just what Mose wanted. Everyone watched as he swaggered up to Mr. Reed's desk, ready to fight. Mose waited for Mr. Reed to stand up, so he could knock him down. But Mr. Reed didn't wait for anything.

He reached out and grabbed Mose by the collar and pulled with all his might.

Laura - The Life of Laura Ingalls Wilder, Zochert, Donald, Henry Regnary Company

SUBJECT: Reading

GRADE LEVEL: 10

Questions for Passage I

Main Idea

36. What is the main idea in this passage ?

- a. Professor Dockum was a fool.
- b. Mose was the ringleader of a gang.
- c. Boys who worked in the field returned to school after the harvest.
- *d. It wasn't easy to teach school in pioneer days.

Prediction

38. Based on information in this passage, what will Mr. Reed do next ?

- a. leave the school
- b. keep Mose after school
- c. wait patiently
- *d. spank Mose

Detail

37. In this passage, what did Mr. Reed teach _____ ?

- a. the lower grades
- *b. the upper grades
- c. upper and lower grades
- d. Laura and Mary

Drawing Conclusions

39. In this story, what conclusion can be made about Professor Dockum ?

- a. He was dumb.
- b. He liked the older boys.
- c. He taught the lower grades.
- *d. He had trouble with the older boys.

Suggested Bibliography

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